CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 8/21-9/4

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia***.*   1. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact.   **SS8E1: Give examples of the kinds of goods and services produced in Georgia in different historical periods.**  **SS8H1: Evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.**   1. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. 2. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area.   ***(Teach E1 and E2a with each historical standard.)***  *SS8E1: Give examples of the kinds of goods and services produced in Georgia in different historical periods.*  *SS8E2: Explain the benefits of free trade.*   1. *Describe how Georgians have engaged in trade in different historical time periods.* | *Monday Schedule*  **Opening-Introduction Question**  **Lesson part 1-Review test with students. Students will correct any ones missed and review with teacher and peers.**  **Lesson part 2-Students will complete Guided outline on the early inhabitants of Georgia.**  **Closing-Essential Questions (students complete all)**  **EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.**   * What were the purposes of the Spanish missions, and where were they located in Georgia? (H1b) * How did life and culture change for the Mississippian Indians after the arrival of European explorers? (H1b)   **EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.**   * With what European countries and/or individuals did the Mississippian culture come in contact? (H1b) * How did this contact affect the Mississippian Culture? (H1b)   **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**   1. Which European countries competed for settlement in the Southeastern US? (H1c) 2. What prompted these countries to explore, claim and settle these new lands? (H1c) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  **EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.**  **EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.**  **EU/EQ- PRODUCTION, DISTRIBUTION, AND CONSUMPTION: The student will understand that production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.**  **EU/EQ- MOVEMENT/MIGRATION: The student will understand that the movement or migration of people and ideas affects all societies involved.** | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Students will work on a warm up consisting of the following:*  *Students will work on assignment that focuses on the reasons for exploration of the US from France, Britain and Spain.* | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will view pictures of the Native American Tribes and discuss how life for them was different before the Europeans arrived. | **Students will complete form collaborative groups prior to the motivation/engage to discuss the Native American groups.** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  *Complete assignment from previous week-stations based on H1, and H2.* | **Complete stations** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  *Students will be given a small quick quiz that focuses on H1 and H2a.* | **Complete stations and review** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Present an overview of H2 a, b and c. Explain that students will complete lessons based on this; students will summarize each in notes and presentation. | **Summary** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students are shown the essential questions and what they are to learn for the week.** | **Summary** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Complete essential questions** | **Complete essential questions** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group. Students that are completed have the option of reviewing information or create a mini test for themselves to assist with studying. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Instructional Guide, Maps, Comprehension Questions, PowerPoint  IPads from media center, Textbooks and Coach books, art accessories |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |